Faculty Members' Views on the Effectiveness of Teacher Training Programs to Upskill Life-Long Learning Competence

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Abstract

Problem Statement: Teacher training programs are expected to provide teachers with life-long learning competence and enable them to practice this competence after graduation in all areas of their lives. In this way, teachers who undergo qualified pre-service training in accordance with the concept of life-long learning will shape the education system as their practices will renew themselves, and they will train future generations accordingly. However, at the point at which these expectations are implemented, the extent to which these teacher training programs are effective in upskilling life-long learning competence is unclear. The views of the members of the Faculty of Education on this topic therefore are important, since they are the programs' practitioners.

Purpose of the Study: This study was conducted to determine faculty members' views on the effectiveness of teacher training programs (TTP) to upskill life-long learning competence.

Method: The study was carried out with phenomenological pattern qualitative research methods. The study's working group consists of seven faculty members determined by sampling method. The data were collected via in-depth interviews using semi-structured interview forms developed by the researchers. In analyzing the data, the content analysis approach was adopted.

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Findings: The faculty members' views on the effectiveness of teacher training programs to upskill life-long learning competence were collected under four themes. The themes consist of "pre-service teachers' possession of the characteristics of life-long learners," "how TTPs reflect the Bologna Process," "whether life-long learning competence is upskilled via TTPs," "the expectations that TTPs will upskill life-long learning competence and suggestions for those programs."

Conclusions and Recommendations: The faculty members' views show that the Bologna Process is in practice inadequately reflected in the academic activities of faculties of education. The study also concludes that teacher training programs are insufficient to upskill life-long learning competence, to improve pre-service teachers' self-improvement; the study also concludes that the faculties of education ignore the need to upskill life-long learning competence in the current programs. In order to equip pre-service teachers with life-long learning competence, the faculty members suggest that the programs be updated, be equipped with more basic skills, and prioritize practicing during learning process. In order to achieve all these goals, they recommend reducing the programs' quota and establishing quality standards by evaluating faculty members' competences.

Keywords: Life-long learning, Teacher training, Bologna process, Turkey higher education qualifications framework, Phenomenology

Introduction

Constant and ever more rapid scientific, technological, and cultural changes have caused information in all disciplines to lose its validity after a short time. This situation creates the need for "life-long learning," which enables people to learn any information or skills they need by removing obstacles like location, time, age, and educational level. "Life-long learning" is included in the work from many national and international institutions and organizations such as UNESCO, the ILO, the OECD, and the EU. When these organizations are compared, EU emerges as the most active in terms of fostering life-long learning in the international arena (Lee, Tayer & Madyun, 2008). The EU even declared the year 1996 as the "year of life-long learning," establishing guidelines that would promote the development of learning and teaching areas in EU counties. Among those guidelines, the ones related to life-long learning skills were considered important (Fontelles & Enestam, 2006).

However, to successfully engender life-long learning, not only government policies but also institutions and organizations must take responsibility. Of such organizations and institutions, universities should not only provide their students current training but also address their needs in terms of life-long learning. Thus, universities, the primary functions of which are teaching and conducting research, must extend their functions to entrusting students to assume their own learning

responsibilities, providing students opportunities to learn outside of class, and teaching students how to learn (Parkinson, 1999). In the light of these developments, nearly every EU country made changes to find solutions for their own higher education systems between the 1990's and early 2000's. Considering these countries' diverse university traditions, educational processes, and different quality of education, the idea to create a common arrangement among these countries triggered the attempt to form a European Higher Education Area (EHEA) so as to harmonize and make similar Europe's various higher education systems. The Bologna Process, which was officially launched in 1999 to promote life-long learning in this area, was a milestone for the EU's universities (The Bologna Declaration, 1999). As part of the Bologna Process, to make the countries' higher education systems more comprehensible and easier to compare, the Quality Framework of European Higher Education Area (QF-EHEA) and the European Quality Framework of Life-Long Learning (EQF-LLL), which was developed in Lisbon Process, were accepted. The countries involved in the Lisbon and/or Bologna Processes were asked to form their own national quality frameworks on the basis of a frame that suited their higher education systems; to associate these frameworks with the ones in QF-EHEA and/or EQF-LLL; and to put the frameworks into practice through national legislation, administrative processes, and clear methods (The Bergen Declaration, 2005; THENQF, 2009).

The Bologna Process stresses that life-long learning is an indispensable part of higher education's activities. Realizing this will be possible when universities create a curriculum that encourages life-long learning by revising their existing learning and teaching processes. Harpe and Radloff (2000) state that universities must reorganize their curricula in a way that allows students to control their own learning and accept their own research responsibilities. The curricula of universities that have been restructured to enable life-long learning will help popularize life-long learning. Such a contribution will be more effective with improvements in teacher training systems, which are one of the basic building blocks of education, since teachers will in turn train people to become life-long learners. Remarkably, many EU countries have entered into a new, rapid process of restructuring their teacher training systems within the frame of common thoughts, principles, and approaches proposed by the Bologna Process.

In line with these developments, Turkey, was involved in the Bologna Process in 2001, signed the Lisbon Recognition Agreement in 2004, and created and subsequently enacted the Turkey Higher Education Qualifications Framework (THEQF). In sum, the nation has made several changes to its teacher training system (THEQF, 2011). With the improvements to this process, teacher training programs (TTP) are expected to train teachers to have life-long learning competence and to practice this competence after graduation in all areas of their lives. In this way, teachers who undergo qualified pre-service training in accordance with the concept of life-long learning will shape the education system as their practices will renew themselves, and they will train future generations accordingly. However, at the point at which these expectations are implemented, the extent to which these teacher

training programs are effective in upskilling life-long learning competence is unclear. The views of the members of the Faculty of Education are therefore important, since they are the program's practitioners. Determining TTPs contribution to training teachers who study at faculties of education and to their future service as teachers who practice life-long learning can guide current programs and help future programs develop. In this sense, the data gained through the study should shed light on developing the related programs and be a source for similar studies.

The purpose of the study

The purpose of the study is to determine faculty members' views on the effectiveness of TTPs to upskill life-long learning competence. In accordance with the overall purpose of the research, the study attempted to answer the following questions.

1. What determines whether pre-service teachers have the characteristics of life-long learners?

2. How does the Bologna Process effect TTPs?

3. How do pre-service teacher gain life-long learning competence through TTPs?

4. What are some expectations and suggestions that could enable TTPs to upskill life-long learning competence?

Method

Research Design

The study was carried out with phenomenological pattern qualitative research methods. Phenomenological study describes the common sense of the lived experience of a phenomenon or the concept of a few individuals (Creswell, 2013, p. 77). In such a study, researchers collect data from people who have experience in dealing with a phenomenon, revealing a holistic description that defines the essence of their collective experience (Moustakas, 1994). In this study, the experienced phenomenon is "TTPs and upskilling life-long learning competence," and the people who experience it are the faculty members who are such programs' practitioners. This study applied Moustakas' type of phenomenology, psychological phenomenology, because this approach places less emphasis on the researcher's comments and describing participants' experience more prominently, which was suitable for the purposes of this study.

Research Sample

The working group for this study was formed via criterion sampling, which is used in phenomenological research according to purposeful sampling strategy. In applying this strategy, the important factor to determine the working group is whether participants have experience in the studied phenomenon and whether they

can express this experience clearly (Creswell, 2013). Accordingly, due to the structure of the study, whether the participants were practitioners in teacher training program, had done academic studies on teacher training and life-long learning, followed the Bologna Process, were volunteers for the study, and could express their views clearly were criteria for their inclusion.

In phenomenological research it is appropriate to establish a working group of participants totalling five to 25 people (Polkinghorne, 1989). Morse (2003) suggests that the minimum width of the sample should be six in phenomenological research carried out with an experienced research group. Considering these criteria, seven faculty members working in the Faculty of Education were identified in order to collect data for the study. The working group for the study are presented in Table 1.

Table 1.

The Distribution of The Faculty Members According to Their Titles, The Departments in Which They Work, and Interviewee Codes.

Sequence	Title	Departments	Interviewee's Code
1	Prof. Dr.	Department of Educational Administration, Supervision, Planning and Economics (dean of the faculty of education)	INTW1
2	Assoc. Prof. Dr.	Computer and Instructional Technologies Education (Bologna coordination commission)	INTW2
3	Assoc. Prof. Dr.	Department of Curriculum and Instruction	INTW3
4	Prof. Dr.	Computer and Instructional Technologies Education (Bologna coordination commission)	INTW4
5	Assist. Prof. Dr.	Department of Curriculum and Instruction	INTW5
6	Assoc. Prof. Dr.	Department of Educational Administration, Supervision, Planning and Economics	INTW6
7	Assoc. Prof. Dr.	Department of Curriculum and Instruction	INTW7

All the identified seven faculty members work in faculties of education at universities. The member with the least experience has seven years of experience in facilitating the programs, while the most experienced has 21 years of experience. The working group was formed deliberately via pre-interview methods, choosing among faculty members with the previously described criteria. The names of the interviewees and the universities where they work were anonymized in the research and stated using codes. The sequence of the interviews (like INTW1, INTW2) was used as a basis for coding.

Research Instrument and Procedure

The study used the interview technique, which is a main proposal for phenomenological studies (Creswell, 2013; Patton, 2014). In order to use this technique in the planned in-depth interviews with faculty members, two semi-structured interview forms were developed to collect the data. Detailed instructions about the topic and the study were included at the top of the forms. The interview forms were finalized according to the opinions of experts who were not involved in the sample by practicing a pre-treatment. The interview form included the following questions to determine the faculty members' views on the effectiveness of TTP to upskill life-long learning competence: *(i)* What are the characteristics of life-long learners? What characteristics do you think your students have? *(ii)* What is your perception of pre-service teachers' ability to become life-long learner in the future? *(iii)* How do you think the Bologna Process, one main goal of which is life-long learning, is reflected in Turkish universities and the educational activities in faculties of education? Can you talk about the changes you have experienced? *(iv)* How and to what extent do TTPs allow life-long learning during their implementation process? *(v)* What kind of environment and activities are needed for pre-service teachers to gain life-long learning competence? Are these activities sufficiently practiced in your faculties? *(vi)* What are your expectations from teacher training programs, or what do you as a practitioner suggest for those programs to better upskill life-long learning competence? The researchers conducted all the interviews for data collection. Before beginning the interviews, permission was requested from the interviewees, and they were informed that their names and universities would be kept private.

The questions were addressed in the same sequence as that of the question forms, and the interviews were recorded by a voice-recorder. In addition, the interview sections that the faculty members emphasized in particular were noted. The answers provided by a member who did not want a voice-recorder to be used were recorded by note-taking techniques. Each interview lasted approximately 40 minutes.

Validity and reliability

In order to ensure the study's external validity, the findings were described with direct quotations, and the collected data were reported in detail. In order to ensure the study's internal validity, experts examined the raw data and their analysis and supplied feedback. In order to ensure the study's external validity in terms of its methods and processes, experts inspected the judgment it reached and its reviews. In order to further ensure the study's internal validity, the interviews recorded by

voice-recorders and note-taking techniques were transcribed and presented to the interviewees. With the interviewees' approval, the reported data were analyzed. It has been said that the data from quantitative research must be controlled by an independent researcher in order to develop different points of view and gain feedback about the extent to which the study's findings are true (Glesne & Peshkin, 1992). For this reason, the findings this study obtained via analysis were controlled by another academic working in the faculty of education, who confirmed the coding. Since no re-coding process was carried out at this stage, no agreement percentage was calculated, but all the codes were checked, and the researchers reached a final decision about the ones that were believed to be incorrect. The data resulting from the analysis were presented directly without any comments from the researchers in the findings.

Data Analysis

Analysis of the data was conducted via the QSR Nvivo 8 qualitative data analysis program, adopting the content analysis approach. At this stage, an encoding method obtained from the data was utilized, and the codes and themes were reached via an inductive approach. In phenomenological studies, researchers are recommended to start with a detailed analysis and thereafter to pass to broader categories (Bazeley & Jackson, 2015, p. 76). For that reason, this study attempted to reach the phenomenon in question via an inductive content analysis with an approach based on coding. The content analysis was concluded by controlling the codes after the data was read five times uninterruptedly.

Results

The faculty members' view on the effectiveness of TTPs to upskill life-long learning competence were collected under four themes. As is seen in Figure 1, the themes are composed of "pre-service teachers' possession of the characteristics of life-long learners," "how TTPs reflect the Bologna Process," "whether life-long learning competence is upskilled via TTPs," "the expectations that TTPs will upskill life-long learning competence and suggestions for those programs."
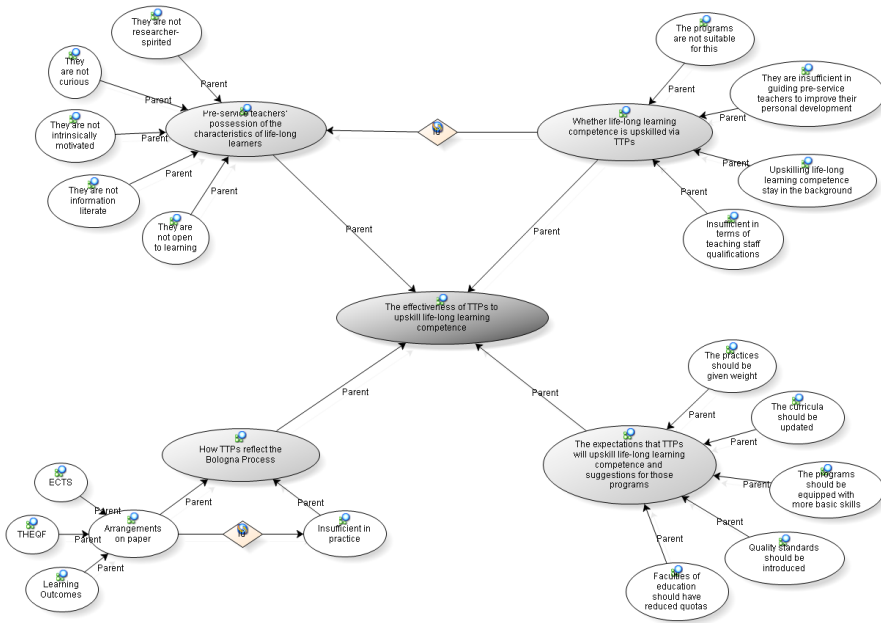
Figure 1. The model for the pattern of the theme

In the model, there is a one-way relation between the themes "whether life-long learning competence is upskilled via TTPs" and "pre-service teachers' possession of the characteristics of life-long learners." This relation is based on the presumption that pre-service teachers will have the characteristics of life-long learners based on whether TTPs enable upskilling life-long learning competence. The findings of the study confirmed this presumption. Considering the model in terms of the pattern of the themes, the themes were handled one by one, and the findings were reached through their models.

The Results on Pre-Service Teachers' Possession of the Characteristics of Life-Long Learners

The participants were asked what characteristics both life-long learners and their students possessed. After the data from the interviews was analyzed, the theme *pre-service teachers' possession of the characteristics of life-long learners* emerged. The model for this is seen in Figure 2.
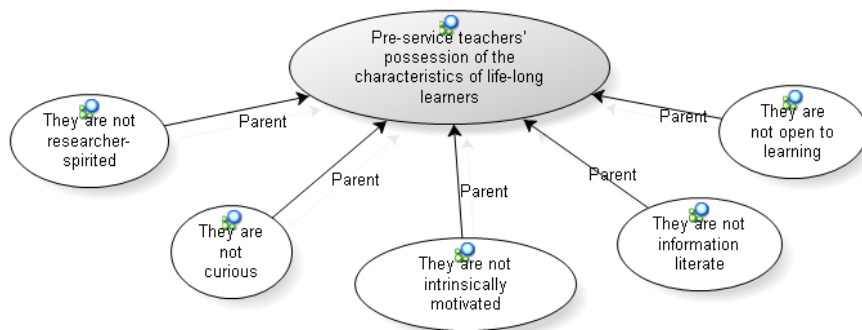
Figure 2. The model for pre-service teachers' possession of the characteristics of life-long learners

In Figure 2, pre-service teachers are described as not being curious, information literate, open to learning, researcher-spirited, or intrinsically motivated, according to the theme of "pre-service teachers' possession of the characteristics of life-long learners." Based on these statements, it is concluded that pre-service teachers generally lack the characteristics of life-long learners. Sample sentences from the interviewed faculty members supporting this finding are as follows:

"I do not see my students as life-long learners. They are not curious, and I do not think that they have characteristics such as being information literate. I do not see a life-long learner's profile. Unfortunately, the students are not eager to learn." (INTW4)

"Our students are not open to learning. They perceive learning as getting a high mark on the exams and forgetting later. I do not think that they have the characteristics of life-long learners except for some. They are not motivated, they do not have a researcher spirit." (INTW7)

The Results on How TTPs Reflect the Bologna Process

During the interviews, the faculty members were asked for their opinions about how the Bologna Process, one primary aim of which is life-long learning, is reflected in the activities of Turkish faculties of education in Turkey and to talk about the changes they had experienced. In the analysis performed for this, the theme *how TTPs reflect the Bologna Process* emerged. The model for this is seen in Figure 3.
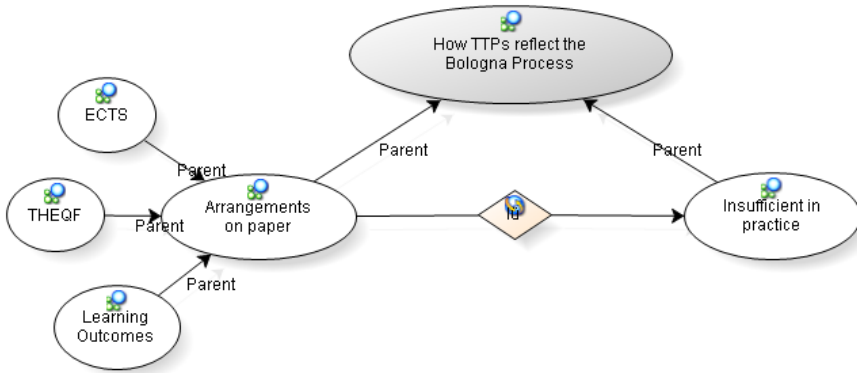
Figure 3. The model for how TTPs reflect the Bologna Process

In terms of how TTPs reflect the Bologna Process, the academic interviewees qualified the use of ECTS, the creation of THEQF, and the determination of learning outcomes as arrangements on paper and inadequate in practice. On these themes, the academic thinking was as follows:

"Within the frame of the Bologna Process, the preparation of education faculties is not enough. There are many things not being done now in those faculties. Within the framework of integration, studies on the accreditation of the education faculties is progressing slowly, and even those studies are minute in number. The integration of the Turkish education system among EU countries is important, and teacher training is a dimension of this. ECTS are arrangements done merely for form's sake. Others copy from ones who have already done it via the internet. The faculties of education are not aware of the importance of this, and even different departments in the same faculty have different ECTS, sometimes confounding." (INTW1)

"The introduction of some standardization via the Bologna Process in our country provides advantages. For instance, it forms learning outcomes and says that each program should arrange its own programs to reach its goals and run them. However, I am of the opinion that if the standards gain more functionality, then Turkey will take an important step in the name of forming a standard. THEQF includes some qualities that have been prepared in line with the European qualification framework. It seems good on paper, but there are some inadequacies in practice." (INTW2)

The statements from faculty members reveal that using ECTS, forming THEQF, and determining learning outcomes are positive arrangements, but they remain theoretical and on paper and have shortcomings in practice.

The Results on Whether Life-Long Learning Competence Is Upskilled via TTPs

The interviewees were asked what kind of atmosphere and activities pre-service teachers needed to gain life-long learning competence and how and to what extent such requirements are addressed during TTPs. At the end of the analysis, the theme

whether life-long learning competence is upskilled via TTPs emerged. The model about this is located in Figure 4.
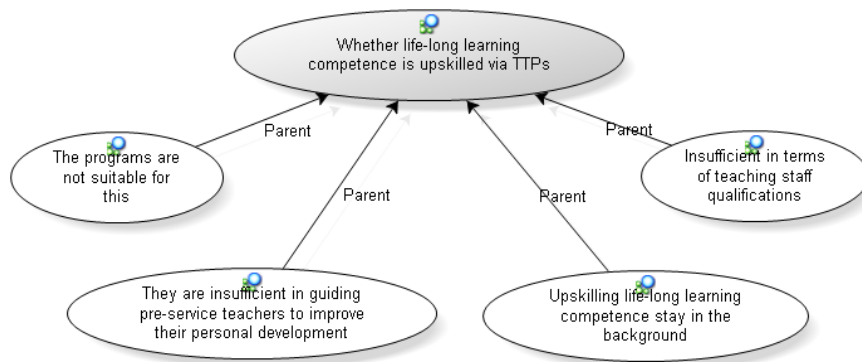

Figure 4. The model for whether life-long learning competence is upskilled via TTPs

The academic interviewees think that TTPs are not suitable to upskill this competence and that they are inadequate at improving students' personal development, as upskilling this competence remains in the background. They further maintained that these programs are inadequate in terms of faculty members' qualities. Based on these statements, it appears life-long learning competence cannot be upskilled through current teaching programs. Some sample statements are as follows:

"I think that if I look at the case from a critical approach, that would be truer, and unfortunately we cannot train students with those qualities. I mean, we cannot make students gain these competences. First of all, we must criticize ourselves. It is doubtful how competent we are as to make students gain those competences as faculty members." (INTW6)

"I think that the programs are not suitable for this. They are inadequate in directing pre-service teachers to improve their personal development. Yes, it is true that the programs include some work for them to specialize them in their fields, and pre-service teachers make an effort to do this; however, their personal development and life-long learning competence stay in the background." (INTW7)

The Results on the Expectations that TTPs Will Upskill Life-Long Learning Competence and Suggestions for Those Programs

The last theme is expectations of TTPs and suggestions for them to upskill life-long learning competence, taken from the faculty members' perspectives, since they are the practitioners in these programs. The model for this is seen in Figure 5.
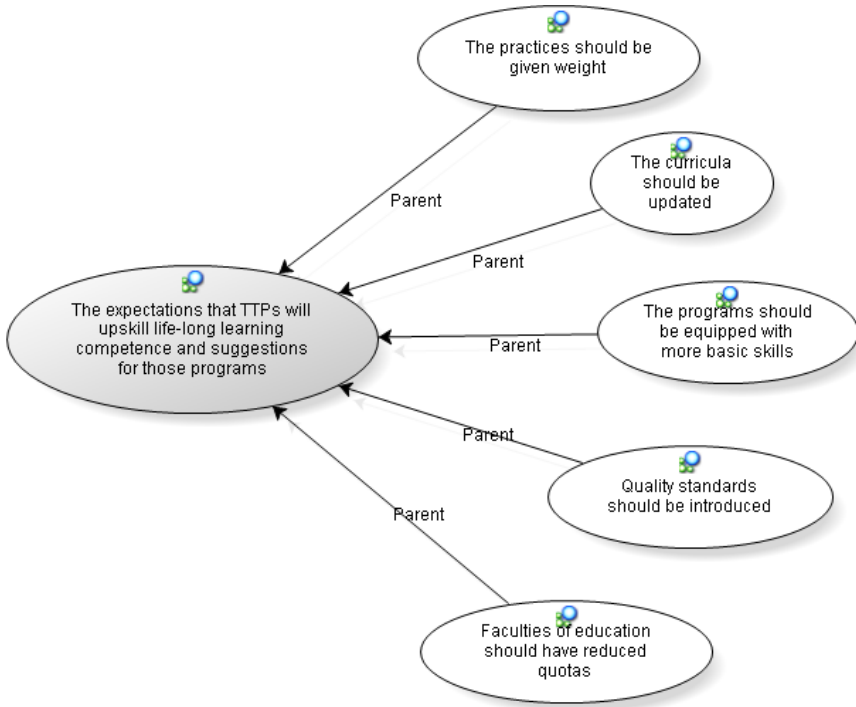
Figure 5. The model for the expectations that TTPs will upskill life-long learning competence and suggestions for those programs

From the faculty members' viewpoint, in order to upskill life-long learning competence, practical activities should be given weight, teacher training programs should be updated and be equipped with more basic skills, quality standards should be introduced by assessing faculty members' competences, and faculties of education should have reduced quotas. Expectations of TTPs and suggestions for them to upskill life-long learning competence are supported with the statements below.

"Faculties of education, which train future teachers, should form their own cultures, and in order to do this, it is important to give weight to practice during the courses; however, that the faculty members guide the practical processes depends on the lessening of faculty course loads. The current quotas in faculties of education should be reduced. The programs that have insufficient or too few faculty members during this process should be closed. Unless all these factors are realized, it does not seem possible to comply with this process." (INTW1)

"The practical studies for personal and professional development should be given weight. For this, the quotas in faculties of education should be reduced. The programs should be more equipped with basic skills, and in this way future professional changes could be adapted. In addition, in contemplation of alleviating unemployment, some common courses including interdisciplinary basic skills should be added to the programs." (INTW7)

Discussion and Conclusion

At the end of the study, it emerged that pre-service teachers lack life-long learners' characteristics like being curious, information literate, open to learning, researcher-spirited, and intrinsically motivated. Many other studies (Akkoyunlu, 2008; Crow, 2006; Scales, 2008; Tan & Morris, 2006) have stressed the importance of curiosity, information literacy, learning to learn, and motivation in fostering life-long learning. Demirel and Akkoyunlu (2010) examined pre-service teachers' tendency towards life-long learning and their self-sufficiency in information literacy and reached the conclusion that they had a high tendency for life-long learning and good perception. A study by Demirel and Coskun (2009) investigated curiosity, which can viewed as necessary to life-long learning, and studied university students' curiosity levels. The findings revealed that the students had a high level of curiosity. The fact that they had a high level of curiosity was interpreted as a positive indication that they would become life-long learners. A study by Evin Gencel (2013) revealed that pre-service teachers saw themselves "enough" in life-long learning. In this study, while pre-service teachers perceived themselves as possessing the characteristics of life-long learners, the faculty members who were their supervisors did not agree. Similarly, a study by Cogmen and Koksal (2014) states that pre-service teachers perceive themselves as aware of what they should do to keep up with the changing system and the information world, yet they remain insufficient in terms of taking steps to improve personally and professionally. Scheuch, Shouping and Gaston (2009) demonstrated that even if pre-service teachers have the basic skills of the field they study, they still lack basic research and learning skills belonging to all disciplines.

The faculty members' views reveal that reflections of the Bologna Process in the activities in education faculties remain insufficient in practice. Their views also reveal that THEQF and ECTS, which are practices of the Bologna Process, are intended to foster the curriculum's compliance with the procedures of the process of learning outcomes, but practices do not perceptibly reflect their functions. However, those practices are said to be the most important components of the process at universities/faculties that aim to teach life-long learning competence. The Bologna Qualifications Framework Working Group Report stresses that with a "student-centered" approach, qualification frames that are based on the purpose of well-defined learning objectives have the potential to lead to a real paradigm shift. However, these practices are viewed as a tool that enables an easy transition for European universities rather than truly revising and improving the existing programs in universities in Turkey and in other countries (Trends IV, 2005). When assessed, the existing practices can be regarded as a successful tool; however, when assessed as educational activities, they are insufficient, and this fact is supported by research findings.

The study revealed that TTPs are not suitable to upskill life-long learning competence and are insufficient at improving pre-service teachers' personal development. Moreover, the goal of upskilling life-long learning competence is lost in the background. The 2009 Bologna Process Stocktaking Report reveals that Turkey

is below the average of Bologna Countries in the field of life-long learning, which is one of the report's five priorities (BPSR, 2009). Studies show that pre-service teachers graduate from faculties of education before gaining life-long learning competence (Selvi, 2011). These conclusions are consistent with the results of this research. The results of this study can be regarded as an indicator of the fact that curricula must make necessary arrangements to foster life-long learning in Turkey.

Additionally, the faculty members interviewed believe their students have insufficient life-long learning competence, and they themselves are currently insufficient at upskilling it. In a period of intense activity by the Bologna process in higher education, the fact that faculty members perceive this issue as poor quality is clearly a negative result. However, members of education faculties are expected to design a learning environment that enables pre-service teachers to become life-long learning conscious, and faculty members should also be a model in terms of their own attitudes and behaviours towards learning. A study by Yavuz Konokman and Yanpar Yelken (2014) reveals that members of faculties of education believe that they have a high level of competence in life-long learning. This may mean faculty members perceive themselves differently from how they view their colleagues.

The interviewed faculty members expressed their expectations of TTPs and made some suggestions for them. The leading problems with TTPs in Turkey are their theoretical knowledge intensive curriculum, excessive intake of students, faculty members' excessive course loads, poor faculty member qualifications, and information technology infrastructure problems (Baki, 2010; Erkus & Ozdemir, 2010; Sendag & Gedik, 2015; Yanpar Yelken, 2009). Students who graduate from such programs will not have life-long learning competence, and they will be unable to perform the skills required by their area of expertise. The study also revealed this issue and provided a chance to faculty members to make some suggestions for TTPs to help them upskill life-long learning competence. Those suggestions included updating the programs, incorporating more basic skills, giving weight to practice, reducing faculty members' quotas, and introducing quality standards by assessing faculty members' competencies.

Considering the study's results, the following suggestions can be made: The quality standards of all the components of TTPs should be improved and controlled constantly. When assessing those programs and improving the quality standards, it would be beneficial to consult pre-service teachers. The arrangements of the Bologna Process for faculties of education should be made more realistic and be improved. In order to do this, the process of teaching education could be equipped with project and practice-oriented activities, enabling reflective and competency-based learning. In addition to this, TTPs could add a common skill course to enable life-long learning. Moreover, faculties of education should provide a supportive environment and opportunities for life-long learning. With this aim in mind, pre-service teachers should be guided to help them easily reach continuous learning resources (library, the internet, courses, and seminars). They could be offered counselling and guidance services to develop their personal and professional competences. Furthermore, some precautions should be taken in terms of faculty members' qualities. To do so,

conducting a needs-analysis for the faculty members to determine their life-long learning competence would be helpful, as would the development and implementation of in-service training programs. In this way, faculty members' awareness about life-long learning would increase.

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Öğretmen Yetiştirme Programlarının Yaşam Boyu Öğrenme Yetkinliğini Kazandırmadaki Etkililiğine ilişkin Öğretim Üyesi Görüşleri

Özet

Problem Durumu: Bologna Süreci ile yaşam boyu öğrenmenin yükseköğretim faaliyetlerinin ayrılmaz bir parçası olduğu vurgulanmaktadır. Yaşam boyu öğrenme olanak sağlayan ortamların hazırlanmasıyla yapılandırılan üniversitelerin öğretim programları, toplumda yaşam boyu öğrenme anlayışının yaygınlaştırılmasına katkıda bulunabilecektir. Bu katkı, eğitimin temel unsurlarından olan öğretmen yetiştirme sistemlerindeki düzenlemelerle daha etkin bir hal alacaktır. Çünkü yaşam boyu öğrenen bireyleri yetiştirecek olan öğretmenlerdir. Bu doğrultuda, Bologna sürecinin uygulamaları ile birlikte ülkemizde öğretmen yetiştirme sisteminde düzenlemelere gidilmiştir. Bu süreçteki düzenlemelerle birlikte öğretmen yetiştirme programlarından beklenen, yaşam boyu öğrenme yetkinliğine sahip ve mezun olduktan sonra da bunu yaşamın her alanına uyarlayarak kullanabilen öğretmenler yetiştirmektir. Böylece yaşam boyu öğrenme anlayışıyla nitelikli bir hizmet öncesi eğitimden geçen öğretmen, hizmet içinde de sürekli kendini yenileyerek uygulamalarıyla eğitim sistemine yön verecek ve yeni nesilleri de bu doğrultuda yetiştirecektir. Ancak tüm bu beklentilerin gerçekleşebilirliği noktasında, öğretmen yetiştirme programlarının öğretmen adaylarına yaşam boyu öğrenme yetkinliğini kazandırmadaki etkililiğinin ne düzeyde olduğu merak konusudur. Buna ilişkin Eğitim Fakültesi öğretim üyelerinin görüşleri ise programın uygulayıcıları olmaları açısından önem arz etmektedir. Eğitim fakültelerinde öğrenim gören ve geleceğin öğretmenleri olarak görev yapacak öğretmen adaylarının yaşam boyu öğrenen birey olabilmelerinde öğretmen yetiştirme programlarının katkısının öğretim üyesi görüşlerine göre belirlenmesi, uygulanan veya uygulanacak eğitim politikalarına rehber olabilecektir. Böylece araştırmayla elde edilen verilerin, hem ilgili programların geliştirilmesine ışık tutabileceği hem de benzeri araştırmalara kaynaklık edebileceği düşünülmektedir.

Araştırmanın Amacı: Araştırmada, öğretmen yetiştirme programlarının yaşam boyu öğrenme yetkinliğini kazandırmadaki etkililiğine ilişkin öğretim üyesi görüşlerinin belirlenmesi amaçlanmıştır. Araştırmanın amacına uygun olarak şu sorulara yanıt aranmıştır: *(1)* Öğretmen adaylarının yaşam boyu öğrenen özelliklerine sahip olma durumları nasıldır? *(2)* Bologna Sürecinin öğretmen yetiştirme programlarına yansımaları nasıldır? *(3)* Öğretmen yetiştirme programları ile yaşam boyu öğrenme yetkinliğinin kazandırılma durumu nasıldır? *(4)* Yaşam boyu öğrenme yetkinliği

kazandırabilmek için öğretmen yetiştirme programlarına yönelik beklenti ve öneriler nelerdir?

Araştırmanın Yöntemi: Çalışma, nitel araştırma yönteminin fenomenoloji deseni ile gerçekleştirilmiştir. Araştırmanın çalışma grubu, ölçüt örnekleme yoluyla belirlenen yedi öğretim üyesinden oluşmaktadır. Veriler, yarı yapılandırılmış görüşme formunun kullanıldığı derinlemesine mülakatlarla toplanmıştır. Araştırmanın dış geçerliğini sağlamak üzere bulgular doğrudan alıntılarla tanımlanmış, toplanan veriler ayrıntılı olarak rapor edilmiştir. İç geçerliği sağlamak için ham veriler ve analizleri uzmanlar tarafından incelenerek geri bildirim alınmıştır. Araştırmada dış güvenilirliği sağlamak amacıyla, izlenen yöntem ve süreçler ayrıntılı biçimde tanımlanarak, ulaşılan yargı ve yorumlar uzmanlar tarafından denetlenmiştir. İç güvenilirliği sağlamak için ise ses kayıt cihazlarına ve not alma tekniği ile kaydedilen görüşmeler çözülerek elde edilen veriler yazılı metin haline getirilmiş ve bu haliyle önce görüşmecilere sunulmuştur. Görüşmecilerden alınan onayla birlikte raporlaştırılan veriler analiz edilmiştir. Verilerin analizinde içerik analizi yaklaşımı benimsenmiştir. Bu aşamada verilerden elde edilen kodlama yönteminden yararlanılmış, kod ve temalara tümevarımcı bir yaklaşımla ulaşılmıştır.

Araştırmanın Bulguları: Verilerin analizi sonucunda, öğretim üyelerinin öğretmen yetiştirme programlarının yaşam boyu öğrenme yetkinliğini kazandırmadaki etkililiğine ilişkin görüşleri dört tema altında toplanmıştır. Bu temalar; "öğretmen adaylarının yaşam boyu öğrenen özelliklerine sahip olma durumları", "Bologna Sürecinin öğretmen yetiştirme programlarına yansımaları", "öğretmen yetiştirme programları ile yaşam boyu öğrenme yetkinliğinin kazandırılma durumu", "yaşam boyu öğrenme yetkinliğini kazandırabilmek için öğretmen yetiştirme programlarına yönelik beklenti ve öneriler" den oluşmaktadır. "Öğretmen adaylarının yaşam boyu öğrenen özelliklerine sahip olma durumları" temasına göre öğretmen adaylarının meraklı, bilgi okuryazarı, öğrenmeye açık olma, araştırmacı ruha ve içsel motivasyona sahip olma özelliklerini taşımadıkları görülmüştür. "Bologna Sürecinin öğretmen yetiştirme programlarına yansımaları" temasına ilişkin öğretim üyeleri; AKTS'ye geçilmesini, TYYÇ'nin oluşturulmasını, öğrenme çıktılarının belirlenmesini kağıt üzerinde düzenlemeler ve uygulamada yetersiz olarak nitelendirmişlerdir. "Öğretim üyelerinin öğretmen yetiştirme programları ile yaşam boyu öğrenme yetkinliğinin kazandırılma durumu" temasına ilişkin görüşleri; programların bu yetkinliği kazandırmaya uygun olmadığı, öğretmen adaylarının kişisel gelişimlerini geliştirmede yetersiz kaldığı, bu yetkinliğin kazandırılmasının arka planda kaldığı ve öğretim elemanlarının nitelikleri açısından yetersiz olduğu yönündedir. "Yaşam boyu öğrenme yetkinliğini kazandırabilmek için öğretmen yetiştirme programlarına yönelik beklenti ve öneriler" teması ile öğrenme sürecinde uygulamaya ağırlık verilmesi, programların güncellenmesi, temel becerilerle daha donanık hale getirilmesi, öğretim elemanlarının yeterlikleri değerlendirilerek kalite standartlarının getirilmesi ve programlara alınan öğrenci kontenjanlarının azaltılması şeklinde beklenti ve önerilerin ağırlıkta olduğu görülmüştür.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda öğretim üyelerinin görüşlerine göre; öğretmen adaylarının meraklı, bilgi okuryazarı, öğrenmeye açık,

araştırmacı ruha ve içsel motivasyona sahip olma gibi yaşam boyu öğrenen özelliklerine sahip olmadıkları ortaya çıkmıştır. Öğretim üyelerinin görüşleri; Bologna Süreci'nin eğitim fakültelerindeki eğitim-öğretim faaliyetlerine yansımalarının uygulamada yetersiz kaldığını ortaya koymaktadır. Araştırmada, öğretmen yetiştirme programlarının yaşam boyu öğrenme yetkinliğini kazandırmaya uygun olmadığı, öğretmen adaylarının kişisel gelişimlerini geliştirmede yetersiz kaldığı ve eğitim fakültelerinde uygulanan programlarda yaşam boyu öğrenme yetkinliğinin kazandırılmasının arka plana atıldığı sonuçlarına da ulaşılmıştır. Araştırma sonucunda öğretim üyelerinin, öğretmen adaylarına yaşam boyu öğrenme yetkinliğinin kazandırabilmesi için; programların güncellenmesi, programların temel beceriler ile daha donanık olması, öğrenme sürecinde uygulamaya ağırlık verilmesi, bunun için de programlara alınan öğrenci kontenjanlarının azaltılması ve öğretim elemanlarının yeterlikleri değerlendirilerek kalite standartlarının getirilmesi yönünde beklenti ve önerilerinin olduğu belirlenmiştir. Araştırmanın sonuçları doğrultusunda şu önerilerde bulunulabilir: Öğretmen yetiştirme programlarının tüm öğelerinin kalite standartları sürekli kontrol edilmeli ve geliştirilmelidir. Eğitim Fakülteleri'ndeki Bologna Süreci'ne yönelik düzenlemeler gerçekçi yapılmalı ve gerçekleştirilmeye çalışılmalıdır. Bunun için Eğitim Fakülteleri'nde öğrenme-öğretme süreci; proje ve uygulama ağırlıklı, yansıtıcı öğrenmeyi ve yeterlik temelli öğrenmeyi sağlayıcı etkinliklerle donanık hale getirilebilir. Bununla birlikte öğretmen yetiştirme programlarına yaşam boyu öğrenmeyi kapsayan ortak bir beceri dersi eklenebilir. Öğretmen adaylarına yaşam boyu öğrenmeye ilişkin kişisel ve mesleki yetkinliklerini geliştirmelerine yönelik danışma ve rehberlik hizmetleri verilebilir. Bunların yanı sıra Eğitim Fakültesi öğretim elemanlarının da nitelik kalitesini arttırıcı önlemler alınmalıdır. Bunun için öğretim elemanlarına dönük yaşam boyu öğrenme yeterlikleri açısından ihtiyaç analizi çalışması yapılarak hizmet içi eğitim programlarının geliştirilmesi ve uygulanması sağlanabilir.

Anahtar Kelimeler: Yaşam boyu öğrenme, Öğretmen eğitimi, Bologna süreci, Türkiye yükseköğretim yeterlikler çerçevesi, Fenomenoloji